



Beginning three months prior to the trip, students were expected to engage in a variety of preparation activities. Students completed questionnaires at three times and kept reflection journals. Instructors kept daily memos and records of their experiences as well. Finally, three focus groups were held. All data were all transcribed and used for qualitative analysis with the constant comparison technique.

There was evidence of the cultural training in students' approaches to the situations and issues generated by the immersive environment. Faculty had been leading these kinds of trips for several years, and they noted that the period of adjustment to seeing issues from the community partner's point of view was shorter and less difficult than it had been in previous years. Analyses revealed that students did not value the cultural preparation activities to the level that the instructors hoped. However, observations of the students both on-site and at home suggested that the cultural preparation was used both in planning the service on site and in processing the learning that came from the service.

## **References**

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